ACCREDITATION HANDBOOK

Alberta PRIVATE COLLEGES ACCREDITATION BOARD

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ACCREDITATION HANDBOOK

Private Colleges Accreditation Board

Province of Alberta

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ACKNOWLEDGEMENTS

The Private Colleges Accreditation Board acknowledges, with thanks, its reference to various documents in the preparation of this Accreditation Handbook. In a few instances, statements developed by the Association of Universities and Colleges of Canada have been used verbatim. The Board also reviewed publications of several American accreditation associations and regulatory bodies as a means of identifying appropriate topics which were then developed in a manner suited to the Alberta situation and the purposes of the Board. The following bodies provided documents: Southern Association of Colleges and Schools; Northwest Association of Schools and Colleges; Board of Higher Education, Illinois; Western Association of Schools and Colleges; Middle States Association of Colleges and Schools; State Council of Higher Education for Virginia; Board of Governors, the University of North Carolina; California Postsecondary Education Commission; and the State Council of Higher Education, Virginia.

The University of Alberta's Advisory Committee on Campus Review was especially helpful in providing information relevant to the Alberta situation.

CHANGES TO THE LAST EDITION OF THE ACCREDITATION HANDBOOK

The original Accreditation Handbook was approved at the Board's meeting of February 19 and 20, 1987. The first edition did not outline the Board's position on periodic evaluations, and so the first edition noted that Chapter 12 on "Periodic Evaluation" was under development. The Chapter on "Periodic Evaluations" was approved at the Board's meeting of September 22 and 23, 1988.

A number of other changes and additions were made at various meetings of the Board. All of these are summarized below:

Chapter	Section	Date Change Approved by Accreditation Board	Explanation
All	All		To make references to specific sections easier, each section number was changed to include a boldface number corresponding to the chapter number. Also, sub-section numbers were added or changed in some cases to ensure a consistent format throughout.
2	10	March 1988	Paragraphs number 10.2 and 10.3 of the first edition were moved to Chapter 5, parts **5**.4.1 and **5**.4.2. This change was made because misinterpretations could arise with respect to the Board's expectations of the qualifications of staff and because the Board wanted to draw together materials dealing with the qualifications of academic staff.

3	**3**.1 to **3**.3	March 1989	**Reorganization:** The four-stage process for handling proposals is now described in three stages. The headings of these sections were changed so as to avoid the idea that the Board gives any approval before giving final approval.
3	**3**.5	September 1988	**New Material:** A new section **3**.6 was inserted to outline the way in which the Board will deal with second and successive proposals.
4	4.2	January 1989	**New Material:** A sentence was added to indicate that the Board's senior professional staff will be a member of all Evaluation Teams.
5	**5**.4	March 1988	**New Material:** A new section **5**.4 was inserted to give prominence to the Board's requirements regarding the qualifications of academic faculty.
11			**Reorganization:** The entire chapter of the first edition dealt with colleges' responsibilities. With the addition of two items concerning the responsibilities of the Accreditation Board (explained below), Chapter 11 of the first edition became section **11**.2, "The Responsibilities of the College".
11			**New Material:** Three new sections were added to Chapter 11, as described below. **11**.1.1, **11**.1.2, **11**.2.3.

11	**11**.1.1	November 1987	Public Announcement - In the development of Chapter 12 (Periodic Evaluation) for the second edition, it was agreed that this statement should appear in Chapter 11, dealing with Release of Information. This section was added, together with **11**.1.2, under the heading "The Responsibilities of the Accreditation Board".
11	**11**.1.2	November 1987	Evaluation Reports - The first edition contained no policy for the release of the reports of evaluation teams. This section was added, together with **11**.1.1, under the heading "The Responsibilities of the Accreditation Board".
11	**11**.2.2	March 1989	The Board changed this section so as to provide specific wording for a college to use in their public statements about the Accreditation Board's work on its application.
11	**11**.2.3	September 1988	Calendar Statements - The first edition contained no policy requiring colleges to identify those programs accredited by the PCAB, so as to distinguish them from programs not so accredited.
12	All	April 1988	**New Material**: To provide guidelines for the Accreditation Board in carrying out its responsibility for periodic evaluation.

Appendices	September 1988	The Terms of Reference for External Evaluators were added as a new Appendix III. Points 1 to 5 of these Terms of Reference were approved at an early meeting of the Board and included in the Board's first annual report; point 6 of these Terms of Reference was added at the September 1988 meeting of the Board. The former Appendices III to VI were re-numbered as Appendices IV to VII.

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CHAPTER ONE

INTRODUCTION AND GENERAL INFORMATION

1.1. Inception of the Private Colleges Accreditation Board

For many years, private colleges in Alberta have offered a broad range of programs including high school programs, career programs, programs that were transferable to universities, and degrees in divinity. As early as 1959, a private college had entered into a formal affiliation agreement with the University of Alberta by which its students could complete university study and obtain two years of advanced credit toward completion of their degrees at the University of Alberta. By 1983, three more colleges had similar agreements.

In the early 1970s, the private colleges petitioned the Government for the authority to grant degrees in programs other than divinity. Various means were examined by which this authority could be granted. After considerable discussion, the Government, the private colleges and the universities agreed that the interests of the public and the institutions could be best served by an independent board that would establish procedures and review proposals for degree programs put forward by the private colleges.

Accordingly, the Private Colleges Accreditation Board was established by the Universities Amendment Act of 1983. The Act was proclaimed on May 15, 1984.

The text of the Act is included as Appendix I.

1.2. Mandate of the Accreditation Board

The Universities Amendment Act, 1983, in part, gives the Accreditation Board powers to

1.2.1 determine minimum standards for the approval of a program of study leading to a baccalaureate that may be granted by a private college;

1.2.2 establish and implement procedures for the consideration of an application by a private college to offer such a program;

1.2.3 inquire into any matter that relates to the approval of programs of study, other than programs in divinity, leading to a baccalaureate that may be granted by a private college;

1.2.4 require a report from the governing body of a private college on any matter pertaining to a proposal or to an approved program of study; and

1.2.5 appoint persons to provide advice and recommendations relating to review and evaluation made by the Accreditation Board in respect of any program of study.

The Universities Amendment Act, 1983, in part, also imposes requirements on the Accreditation Board.

1.2.6 If the Accreditation Board determines that a private college has met the prescribed minimum conditions for the approval of a program of study leading to a baccalaureate, it shall approve the program of study and recommend to the Minister that the private college be granted the power to grant a baccalaureate in respect of that approved program of study.

1.2.7 The Acccreditation Board shall establish procedures for the periodic evaluation of approved programs of study provided by private colleges that have been accredited.

1.2.8 If the Accreditation Board determines that a program of study should no longer be approved, it shall withdraw its approval of the program of study and recommend to the Minister that the private college that offers the program of study should no longer be accredited.

1.3. Membership of the Accreditation Board

The Accreditation Board consists of thirteen members appointed by the Minister of Advanced Education: a chairman, four members of the public, four university academic staff members nominated by the Universities Co-ordinating Council, and four academic staff members nominated jointly by the presidents of private colleges which are either affiliated with a university or which have degree-granting authority.

In addition, the Minister designates an official from his Department to attend meetings in a non-voting capacity. The services of an executive secretary are provided to the Accreditation Board by the Minister.

1.4. The Accreditation Board's Role

The Accreditation Board's role is to safeguard public interests in the quality and general acceptability of degree programs offered by private colleges.

The purpose of the Accreditation Board's activities, therefore, is to assure itself that such programs are comparable in quality to other degree programs offered in Alberta and beyond. This implied standard is elusive, but there are widely accepted criteria of an objective nature that can indicate the potential of an institution to offer acceptable degree programs.

Some of these criteria are suggested by the following questions:

1.4.1 Is the curriculum of an appropriate pattern and level?

1.4.2 Are the requirements for admission, progression and graduation (as actually applied) consistent with the practice of Canadian institutions of higher education?

1.4.3 Is there a sufficient number of instructors for the number of students enrolled, and are they qualified to teach in the classes to which they have been assigned? Is the library staff adequate as to numbers and qualifications to perform properly the functions of a library?

1.4.4 What are the average, minimum and maximum teaching loads?

1.4.5 Are the library and laboratory facilities suited to the level of instruction offered and the number of students enrolled?

1.4.6 Are the general services for students and staff adequate?

1.4.7 Are the administrative structures adequate to support the teaching, research and service purposes of the institution?

1.4.8 Is the institution adequately financed to achieve its stated objectives?

1.4.9 Is the statement of purpose consistent with the applicant institution's mission and appropriate to a post-secondary educational institution? Are the expected human and financial resources adequate to support these plans?

1.4.10 Are instructional policies and procedures with respect to tenure, promotions, leaves-of-absence, etc., made known to present and newly appointed staff in a manner which will ensure understanding between staff and administration as to the nature of these policies and procedures?

Further criteria are suggested by other topics in the Institutional Self-Study. (See Appendix II.)

1.5. Definitions

1.5.1 Accreditation

Accreditation is a process whereby the Accreditation Board determines whether a private college meets the prescribed minimum conditions for a program of study leading to a baccalaureate. It should be noted that specific degree programs are approved and not the institution as a whole.

1.5.2 Private College

For the purposes of the Private Colleges Accreditation Board, a private college is as defined in the Universities Act, 1984:

1.(f) "private college" means a college incorporated under a private Act of the Legislature...

Universities Act, Consolidated June 28, 1984 (Page 3)

1.5.3 Residence Requirement

A residence requirement stated by a college is a condition to be satisfied by a student with respect to the number of courses or credits to be earned at the college from which the student seeks a degree.

1.5.4 Term of Instruction

A term of instruction is that period of an academic year throughout which courses are offered in a college. The term of instruction may be a quarter, a semester or a full academic year.

1.5.5 Concentration

A concentration is a number of courses in a particular discipline or in related disciplines.

1.5.6 Major

The primary area of specialization in a four-year program is known as a major.

1.5.7 Credits

In this Handbook the basic measure of a credit will be related to semester organization of the instructional year. One credit represents one hour of lecture per week per semester. Thus, a course having three hours of lectures per week through one entire semester would equal three credits.

For purposes of stating total credits earned in full-year or quarter courses, or for completion of an academic year or a program, equivalent credits must be computed.

1.5.8 F.T.E.

F.T.E. means full-time equivalent.

CHAPTER TWO

MINIMUM CONDITIONS

The current status of a college at the time of its application must represent an adequate basis upon which to become a degree granting institution.

A college is required, therefore, to meet certain minimal conditions to the satisfaction of the Private Colleges Accreditation Board.

Part I

An institution intending to propose a degree program for the Accreditation Board's consideration shall first document its compliance and/or agreement with the following conditions:

2.1. Private Act

An applicant must have formal authority to operate as a private college in Alberta. That is, the college must be established under its own private Act of the Legislative Assembly of Alberta.

2.2. Affiliation Agreement

A college must have demonstrated that it can offer satisfactorily the first two years of university-equivalent programs. Normally, therefore, in order to be eligible to make application to the Accreditation Board

2.2.1 a private college must have an affiliation agreement with an Alberta university

a. which applies to the first and second years of university work, and

b. which has been in place for at least three years;

2.2.2 a college's performance must have been evaluated under the terms of the affiliation agreement, and judged to be of acceptable quality by the Accreditation Board; and

2.2.3 a college must demonstrate that it has remedied deficiencies noted in the evaluation report, or indicate its plans for doing so.

2.3. Academic Freedom

A college must ensure that it maintains an atmosphere in which intellectual freedom exists. Although it is understood that a college will be in reasonable harmony with its founding and sustaining organizations, a high degree of intellectual independence is expected of its faculty and students.

2.3.1 A college's faculty and students must be free to examine and to test all knowledge appropriate to their disciplines as judged by the academic community in general.

2.3.2 A college must adopt and distribute to all members of the faculty a statement of the principle of academic freedom as established by the governing board of the college, assuring freedom in teaching, research and publication, and community activities. Written policy must be clearly stated, widely available, and actively followed.

2.4. Institutional Integrity

2.4.1 In general terms, the applicant institution must recognize and protect the right of the individual to the honest search for knowledge, wherever knowledge is to be found, without fear of reprisals by the institution or by third parties. Academic freedom also implies the right to communicate freely acquired knowledge and the result of research. It implies the duty, however, to respect the rights of others, to exercise that freedom in a reasonable and responsible manner, and to respect the academic objectives of the institution.

2.4.2 When an institution requires adherence to a statement of faith and/or a code of conduct that might constitute a constraint upon academic freedom as defined above, the conditions of membership in that college community, including any sanctions that may be invoked, shall be made clear to staff and students prior to employment or admission, as the case may be. Further, adequate procedures shall be in place to ensure natural justice in the event of alleged violations of any contractual arrangement touching such required statement of faith and/or code of conduct.

2.5. Initial Commitments

During the early stages of its contacts with the Accreditation Board, a college must make initial commitments regarding several matters.

2.5.1 With respect to programs proposed for the Accreditation Board's approval, a college must agree to accept the policies and standards of the Board and to comply with these standards and policies as currently stated or as modified from time to time.

2.5.2 A college must agree to disclose to the Accreditation Board any and all such information as the Board may require to carry out its accreditation and evaluation function.

2.5.3 A college must agree that the Accreditation Board may, at its discretion and upon request, make known to any agency or members of the public the nature of any action taken by the Board in relation to the college, whether positive or negative, as well as the status of any application by that college.

2.5.4 A college must agree to abide by the Accreditation Board's advice on public statements about the status of its application to the Board. (See Chapter Eleven).

Part II

A college intending to propose a degree program for the Accreditation Board's consideration, and qualifying with respect to conditions set out in Part I, above, shall satisfy the Accreditation Board that certain aspects of its over-all educational establishment, as treated below, represent a suitable basis from which to launch degree programs.

The information essential to meet this requirement will be conveyed by a college to the Accreditation Board through the Institutional Self-Study, the proposal, and such other materials as may be necessary.

2.6. Purposes and Objectives

A college must have a statement of institutional purposes formally adopted by the governing board of the college, which demonstrates that the fundamental purposes of the institution are educational and also appropriate to a degree-granting institution and to the needs of the society it seeks to serve.

2.7. Organization and Administration

2.7.1 A college must have a governing board which has the authority to carry out the mission of the institution, and which operates as an independent policy-making body. The governing board must have at least five voting members, a majority of whom are without any contractual or employment interest in the institution.

2.7.2 A college must have a chief executive officer whose full-time or major responsibility is to the college, and sufficient administrative staff to conduct the affairs of the college.

2.7.3 The governing board shall make provisions for adequate faculty participation in academic decision-making and for faculty, students and administrators to be involved in the development of institutional policies.

It is within the discretion of the institution to determine the form of participation. Normally, however, faculties will conduct much of their business through structures such as committees, councils, and senates, operating within the broad policies determined by the governing boards.

2.7.4 The research policies and practices of the institution should be developed through and administered under the direction of a representative committee. The investigator's freedom in research, including communication of results, shall be preserved.

2.7.5 A college must have developed a master plan which addresses its future physical and educational growth. It must have in place effective procedures for on-going institutional self-study and planning. Basic planning for the development of the institution must integrate plans for facilities, academic personnel, library, and financial development, as well as procedures for program review and institutional improvement.

2.8. Financial Resources

Because the financial resources of an institution and their management determine, in part, the quality of its educational program, each institution must possess sufficient financial resources to support all of its programs. The recent financial history of the institution must also demonstrate the financial stability essential to the successful operation of the institution. The adequacy of the financial resources of an institution will be judged in relation to the basic purposes of the institution, the scope of its program, and the number of its students.

2.9. Curricula and Instruction

2.9.1 Current programs, in both their content and their manner of presentation, must indicate that the college has experience with and understanding of the requirements of a degree program.

2.9.2 At the time of its initial application, a college must have its own internal capacity to offer in its entirety the proposed Bachelor of Arts degree program and/or the proposed Bachelor of Science degree program.

2.10. Faculty

2.10.1 A college must possess sufficient faculty in terms of number, background, and experience to support the proposed programs, including a core of faculty which is primarily responsible to the institution. In addition, a clear statement of faculty responsibilities must exist.

2.10.2 A college must have a written work-load policy which takes into consideration the teaching-load of the individual faculty member and preparation time.

2.10.3 Although tenure policy is not mandated, each institution must provide contracts, letters of appointment or similar documents to the faculty clearly describing the terms and conditions of their employment.

2.10.4 A college must adopt and distribute to all members of faculty a written policy statement governing procedures for appointment and termination.

2.10.5 A college must provide faculty members the opportunity to continue their professional development throughout their career.

2.11. Resource Centres and Libraries

A college must possess a core library and learning resources appropriate to its mission and the programs offered. To supplement these resources, a college may enter into specific long-term written arrangements for student access to other libraries for independent work in the fields and at the levels represented by its offerings. If it depends in part on other institutions for specialized library and learning resources, the college must demonstrate that they are adequate and easily accessible.

2.12. Academic Policies and Records

With respect to degree programs, a college must have student admission policies and procedures consistent with the objectives of such programs. The college must adhere to such policies and procedures.

2.13. College Publications

2.13.1 The college will have an accurate and current catalogue or other comparable publication available to students and the public setting forth the following: purposes and objectives, admissions requirements and procedures, programs and courses with indications of when they are offered, rules and regulations for conduct, degree completion requirements, full-time and part-time faculty and degrees held, fees, and other items relative to attendance at the institution or withdrawal from it.

2.13.2 The college will have a published policy and procedure, in keeping with generally accepted practice, for refunding fees and charges to students who withdraw from enrollment.

CHAPTER THREE

OVERVIEW OF PROCEDURES

The following procedures visualize a series of approvals, each of which is intended to assure both a college and the Accreditation Board that each successive stage of development is on a firm footing.

3.1. Stage 1: Determination of Eligibility to Apply

3.1.1 A college provides a letter of intent to the Accreditation Board.

3.1.2 The Accreditation Board requests the evaluation report produced by an Alberta university under the terms of the affiliation agreement. If the Accreditation Board's evaluation is favorable, it will give approval to the college to proceed to Stage 2.

3.2. Stage 2: Application and Documentation

3.2.1 The college submits to the Accreditation Board the necessary documents: the Self-Study (Appendix II) and the proposal of degree programs.

3.2.2 Upon receipt of these materials, the Accreditation Board will examine these documents to determine whether the college appears to have provided adequate information or whether further information is required.

3.2.3 When the information provided is satisfactory, the Accreditation Board will arrange to visit the college in order to form a first-hand impression of the institution and its programs. Usually, this will be done at the time of a regular meeting of the Accreditation Board.

3.2.4 The Accreditation Board will then assess the application and, if the assessment is favorable, it will give approval to the college to proceed to Stage 3.

3.3. Stage 3: Evaluation and Recommendation

3.3.1 The application will be referred to external evaluators. The Accreditation Board may use their services to provide judgements on any aspect of the proposal or any matter relating to it.

3.3.2 The Accreditation Board may also appoint more than one set of external evaluators, who will advise the Accreditation Board on matters such as the acceptability of particular programs or concentrations, or the adequacy and stability of financial support.

3.3.3 The evaluators' reports will be provided to the college for comment.

3.3.4 When the external evaluators' reports and the college's response to the reports have been received, the documents will be evaluated by the Accreditation Board, with a view to the proposal's acceptance or rejection.

3.3.5 When the proposal is acceptable to the Accreditation Board, it will recommend approval to the Minister of Advanced Education. On the recommendation of the Minister, the Lieutenant Governor in Council may issue an Order in Council designating a private college as an institution that may grant a baccalaureate degree in respect of the approved program of study.

3.3.6 The Accreditation Board's recommendation may be accompanied by conditions which shall be communicated to the college prior to the recommendation for comment and written acceptance, with or without such modifications as the college may suggest and the Accreditation Board accept.

3.3.7 The Accreditation Board may grant approval for a specified time, at the end of which a review of the college's efforts will take place.

3.3.8 When the proposal is rejected by the Accreditation Board, the notification to the college (and, by copy, to the Minister of Advanced Education) shall state reasons for rejection in general terms only.

3.3.9 A college intending to re-apply must again submit a letter of intent stating the grounds upon which it has concluded that the renewed application might be successful.

3.3.10 Normally, no such letter of intent will be considered by the Accreditation Board within twelve months of the date of rejection of the initial application.

3.4. Meetings

These procedures may be accompanied by one or more meetings as requested by the college or the Accreditation Board.

3.5. Treatment of Successive Proposals

A College should initiate the process of accrediting a second or successive proposal by submitting a letter of intent to the Accreditation Board. This letter will state the degree program being proposed and the schedule for implementing the program, should it be approved.

In general, the Private Colleges Accreditation Board will treat second and successive proposals according to procedures that apply to first applications, as described in this chapter.

In summary, the procedures followed by the Private Colleges Accreditation Board are

3.5.1 to require a Self-Study to be done by the college;

3.5.2 to require a proposal regarding the degree program being proposed;

3.5.3 to study the proposal with a view to determining whether the Board can grant Tentative Approval;

3.5.4 to appoint an Evaluation Team to visit the college and report to the Board; and

3.5.5 to examine the Evaluators' report and any other relevant documents to decide whether the Board can recommend to the Minister of Advanced Education that the college be accredited to offer the proposed degree program.

The Private Colleges Accreditation Board may modify the procedures in the light of circumstances that apply to a particular college, such as

3.5.6 its history in relation to any previous application to the Board;

3.5.7 the nature of degree programs approved previously by the Board;

3.5.8 the nature of the degree program treated in the current application; and

3.5.9 the length of time elapsed between the current application and the previous one.

3.6. Appeals

Decisions by the Chairman of the Accreditation Board or by anyone acting on behalf of the Board may, for demonstrable reasons, be appealed by the affected private college.

3.6.1 The appeal shall be directed to the Accreditation Board.

3.6.2 The appeal shall be received by the Accreditation Board within thirty days of the college's receipt of the decision being appealed.

3.6.3 The appeal shall come before the Accreditation Board at its next official meeting, following receipt of the appeal, for the Board's initial consideration and, if possible, its decision.

3.6.4 The document conveying the appeal to the Accreditation Board shall

a. specify the decision being appealed;

b. specify the grounds upon which the appeal has been launched; and

c. specify matters for the Accreditation Board's consideration, including any new information bearing on the subject of appeal.

3.6.5 A representative of the appellant shall be invited to attend the meeting at which the appeal is considered and may make a presentation.

3.6.6 The Accreditation Board shall deal with the appeal as expeditiously as permitted by the nature and scope of matters which require the Accreditation Board's consideration in order to arrive at a decision.

3.6.7 The appellant shall be notified of the Accreditation Board's decision.

CHAPTER FOUR

EVALUATION TEAMS

4.1. Purposes

The Accreditation Board may utilize one or more teams of qualified persons to provide judgements about an institution, an application or any other matter pertinent to the Accreditation Board's considerations.

4.2. Composition and Size

The Accreditation Board will determine the composition, size and number of teams utilized, as well as the scope and intensity of their evaluative activities. The Board's professional staff person will be a member of all Evaluation Teams.

4.3 Terms of Reference

Specific Terms of Reference will be developed by the Board as needed for any individual Evaluation Team. General Terms of Reference that apply to most cases are provided in the Appendices.

4.4. Selection

The Accreditation Board may solicit names of prospective team members from the college in question, but final decisions on all matters relating to an Evaluation Team rest with the Accreditation Board, including the team's membership and its terms of reference.

4.5. Referral

The report of an Evaluation Team will be forwarded to the college for its perusal and written comment prior to the Accreditation Board's formal consideration of the report.

CHAPTER FIVE

PROGRAMS

Degree programs must have clearly stated written purposes which are appropriate to higher education and, in the majority of their courses, consist of content which requires a foundation of learning normally acquired in high school preparatory programs.

Programs leading to formal degrees must be so entitled as to be understandable within the larger educational community.

5.1. Proposals

5.1.1 A private college may initially apply to offer a three-year or four-year Bachelor of Arts and/or Bachelor of Science degree program.

5.1.2 A proposal by a college to offer a professional degree program

a. will be submitted and treated separately from applications by that college to offer B.A. and/or B.Sc. degree programs;

b. will not be considered by the Accreditation Board until a B.A. program or a B.Sc. program has been established; and

c. will be treated by the Accreditation Board in a manner which acknowledges the role of the professions and other agencies in the education and certification of future professionals.

5.2. Areas of Study

5.2.1 In order to ensure that students are provided with sufficient breadth of study, an institution proposing to offer a degree must be offering at least three areas of study: Humanities, Sciences, Social Sciences

a. with not less than three disciplines available in each of the three areas of study, and

b. with a minimum of ten disciplines available in total.

5.2.2 Instructional staff in every area shall include a sufficient complement of suitably qualified full-time continuing faculty.

5.3. Disciplines

5.3.1 The areas of study to be offered by a college will consist of Arts and Science disciplines such as those listed below:

Humanities

Classics	Languages
English	Philosophy
Fine Arts	Religious Studies
History	

Social Sciences

Anthropology	Political Science
Economics	Psychology
History	Sociology
Human Geography	

Sciences

Astronomy	Earth Sciences
Biology	Mathematics
Chemistry	Physics
Computing Science	

5.3.2 The college must identify which of its courses are considered to comprise Arts and Science disciplines.

5.4. Qualifications of Academic Faculty

In each degree program approved by the Board:

5.4.1 The minimum qualification for each member of continuing academic faculty offering instruction shall be an acceptable Master's degree or equivalent in the discipline in which the faculty member is assigned to teach.

In each case in which equivalence is stated, the onus is on the college to inform the Board of the basis on which equivalence is claimed. The Board may also refer a case to a third party for advice as to whether equivalent qualifications are held.

5.4.2 The desirable qualification of a member of academic faculty offering instruction is an acceptable doctoral degree or terminal degree in the discipline in which the member is assigned to teach.

5.4.3 A majority of continuing academic faculty offering instruction must hold the desirable qualifications as in 5.4.2, above.

5.4.4 Notwithstanding a college's compliance with the foregoing requirements, the Board may judge the qualifications of academic staff to be unsatisfactory on the basis of their distribution among the disciplines which comprise a proposed degree program.

5.5. Regulations: Three-Year Programs

5.5.1 A concentration may be offered at the discretion of the college. The minimum number of courses comprising a concentration must be stated by the college.

5.5.2 The concentrations available will be entered in the institution's calendar and may appear on a graduate's transcript. The concentration will not appear on the parchment which is awarded upon completion of the degree program. The parchment will read "Bachelor of Arts" or "Bachelor of Science" only; no subject area will be noted.

5.5.3 A college shall notify the Accreditation Board of concentrations added to approved three-year degree programs prior to the offering of such concentrations.

5.5.4 Two acceptably qualified full-time continuing faculty (or two F.T.E.) shall be the minimal staffing requirement for each concentration offered. This condition may not be sufficient in all cases.

5.5.5 A three-year baccalaureate in Arts or Science will consist of the following:

a. at least 90 semester credits or the equivalent (45 full-year credits or 135 quarter credits);

b. six credits in each of the three areas of study: Humanities, Social Sciences, and Sciences;

c. a minimum of 72 credits in Arts and Science courses;

d. approximately one half of the 90 credits at the senior level;

e. a minimum of three credits in each of six disciplines;

f. a maximum of 42 credits in any one discipline.

5.6. Regulations: Four-Year Programs

5.6.1 Each four-year program must make provision for at least one area of specialization.

5.6.2 Each major offered within a four-year degree program requires approval of the Accreditation Board. The minimum number of courses comprising a major must be stated by the college.

5.6.3 In the case of a four-year program, the college is encouraged to consult with appropriate academic personnel outside of the college regarding all aspects of the proposed program and to submit a report of such consultation to the Accreditation Board.

5.6.4 Three full-time acceptably qualified continuing faculty shall be the minimal staffing requirement for each disciplinary major offered.

5.6.5 A four-year baccalaureate in Arts or Science will consist of the following:

a. at least 120 semester credits or the equivalent (60 full-year credits or 180 quarter credits);

b. six credits in each of the three areas of study: Humanities, Social Sciences, and Sciences;

c. a minimum of 102 credits in Arts and Science courses;

d. at least 72 credits at the senior level;

e. a minimum of three credits in each of six disciplines;

f. a maximum of 72 credits in any one discipline.

5.7. Summary of Major Features of Baccalaureates in Arts and Science

	Three-Year	Four-Year
Number of Credits	90 Semester Credits	120 Semester Credits
Distribution Requirements	**a.** six credits in each of three areas of study: Humanities, Social Sciences, Sciences	
	b. a minimum of three credits in each of six disciplines	
	c. at least 72 credits in Arts and Science courses	**c.** at least 102 credits in Arts and Science courses
	d. approximately one half of the program at the senior level	**d.** at least 72 credits at the senior level
	e. a maximum of 42 credits in any one discipline	**e.** a maximum of 72 credits in any one discipline

CHAPTER SIX

ENTRANCE REQUIREMENTS

A college's entrance requirements should indicate that both the content of high school programs and levels of achievement are important factors governing admissibility.

6.1. The General Standard

Although requirements vary somewhat from one institution to another, a college's requirements should, at least, approximate minimal requirements of degree-granting institutions throughout Canada.

6.2. Elements of a Satisfactory Statement

A college shall publish in its calendar a detailed statement of entrance requirements which apply to all degree programs. The statement shall indicate the following, at least:

6.2.1 that an applicant for admission must have matriculated from high school;

6.2.2 the high school subjects required for admission;

6.2.3 the minimal level of high school achievement required for admission;

6.2.4 whether English language competency must be demonstrated by the student, and if so, how;

6.2.5 the special provisions for entrance that apply to an Adult Student. The term "Adult Student" must be defined.

A sample statement of entrance requirements is provided in Appendix IV.

CHAPTER SEVEN

RESIDENCE REQUIREMENTS

7.1. General

7.1.1 Granting the assumption that different institutions do not present identical over-all learning environments, the length, placement and volume of study which constitutes "residence" should be sufficient to enable the institution, potentially, to leave its unique impression upon the graduating student.

7.1.2 Residence requirements may differ within an institution for its various degree programs, according to their length, nature and purposes.

7.2. Specific

7.2.1 Each college shall specify the residence requirements which apply to its degree programs.

7.2.2 Normally, a college will specify the number of courses to be taken or credits to be earned at the college in order to satisfy the residence requirement, and will indicate the portion of the total program during which the requirement is to be met.

7.2.3 The Accreditation Board will judge the acceptability of residence requirements as stated by a college at the time its application is considered.

A sample statement of residence requirements is provided in Appendix V.

CHAPTER EIGHT

TRANSFER STUDENTS

A college shall publish in its calendar a statement of the basis upon which it treats applications for advance credit, including limits and conditions which apply to applicants who already possess a degree from another accredited institution.

8.1. Basis for Advance Standing

Applicants seeking advance credits towards a program are expected to present degree-level courses of suitable content which is of quality comparable to that of degree programs offered by the receiving college.

The receiving college may judge the acceptability of courses presented for advance standing by one or more of several means such as the following:

8.1.1 The sending institution(s) may be designated as accredited in a publication of approved or accredited institutions. Examples of such publications are

a. The Directory of Canadian Universities (AUCC)

b. World of Learning (Unesco)

c. Commonwealth Universities Yearbook (Association of Commonwealth Universities)

8.1.2 The receiving college may examine appropriate documents such as transcripts, descriptions of course content, texts, etc. to ascertain the acceptability of particular courses.

8.1.3 The receiving college may note courses listed as having degree-level status, in publications such as that developed by the Council on Admissions and Transfer.

8.1.4 The college may conduct a special assessment of the student's knowledge.

8.2. Meeting Residence Requirements

A transfer student must meet residence requirements as stated by the receiving college.

A sample statement regarding arrangements for transfer students is given in Appendix VI.

CHAPTER NINE

FINANCE

The Accreditation Board's chief interest in the financial affairs of a private college is to assure itself, insofar as possible, that the institution is capable of fulfilling its commitment to students.

The Accreditation Board will use two general criteria to judge the financial health of an institution: adequacy and stability.

9.1. Adequacy

An institution should be able to demonstrate that its income has been sufficient to sustain its programs in an acceptable manner.

9.2. Stability

Financial resources should be characterized by stability which indicates the institution is capable of maintaining operational continuity for an extended period of time.

9.3. Treatment in Proposal

A proposal of any degree program must include at least the following information in summary form:

9.3.1 a statement of all revenues, by source, for each of the last three years;

9.3.2 a statement of all expenditures, by category, for each of the last three years; and

9.3.3 statements regarding proposed degree programs which present

a. estimates of all related costs;

b. estimates of additional funds required;

c. a plan whereby such additional funds will be secured.

In any recommendation of approval to the Minister, the Accreditation Board will advise the Minister of the steps that have been taken to assess the financial viability of the proposed programs.

CHAPTER TEN

THE TREATMENT OF CHANGE

10.1. The Accreditation Board's Interests

Accreditation, as it applies to the Accreditation Board's mandate, means the approval of specific programs offered in a context of supporting institutional elements such as facilities, services and relationships, as set out in the Self-Study and other documents. When an institution is accredited initially, approval relates to specific programs and to their supporting context at the time of approval. Therefore, change which occurs between periodic formal evaluations is of interest to the Accreditation Board on an on-going basis, and it constitutes one reason for the periodic evaluation of an institution.

10.2. Institution - Accreditation Board Relationship

10.2.1 Changes within any institution are the prerogative and responsibility of that institution. The Accreditation Board supports and encourages innovation and experimentation but it also has an obligation to be aware of the effects of change and to determine its implications, if any, for the institution's accreditation.

10.2.2 The Accreditation Board's scrutiny of change in accredited institutions is not intended to be unduly intrusive. It does constitute an application of the Accreditation Board's authority but it may also be seen as providing flexibility in program development for colleges which may wish to modify programs between times of major, formal evaluations by the Accreditation Board. The Accreditation Board wishes to have an open relationship with colleges in which judgments may result in continuous program development and improvement. Such a relationship will be dependent upon good communication and the development of understanding and trust over

a period of time.

10.3. Reporting Change

10.3.1 With respect to an approved degree program, a college shall inform the Accreditation Board of any change which represents

a. a reduction or loss of any physical facility necessary for the proper conduct of the program;

b. a reduction or loss of any supporting service represented as being available to the program;

c. a reduction or failure to obtain planned increases in financial resources supporting the program; or

d. failure to meet commitments made by the college at the time of approval or as a result of a review.

10.3.2 A college shall report to the Accreditation Board any departure from the requirements of this Accreditation Handbook.

10.4. Procedures

10.4.1 A college shall provide the Accreditation Board with full information on the purpose and nature of change, as in section 3 above.

10.4.2 Upon receipt of a description of change, the Chairman will

a. examine the description as presented by the college;

b. make judgments as to the effect of the proposed change upon approved programs; and

c. communicate his reactions to the college, as well as his decision taken under **10.4.3** which follows.

10.4.3 In some cases, the Chairman may approve the change, notify the college, and report his decision at the next meeting of the Accreditation Board.

10.4.4 In other cases, the proposed change will go to the next meeting of the Accreditation Board for its full consideration, including visitation and/or evaluation if necessary. Except in urgent cases, a college shall await the Accreditation Board's decision before initiating the change.

CHAPTER ELEVEN

RELEASE OF INFORMATION

The Private Colleges Accreditation Board has adopted the following policy and regulations regarding the release of information.

11.1. The Responsibilities of the Accreditation Board

11.1.1 Public Announcement

The Board may make a public announcement of any decision it has made or action it has taken as a consequence of its evaluation of a college.

11.1.2 Evaluation Reports

All evaluation reports arising from the evaluation of a college pursuant to the provisions of the Accreditation Handbook are the property of the Minister of Advanced Education, the Private Colleges Accreditation Board and the college, and are not intended for general distribution.

The Board may provide copies of any or all evaluation reports to a person or persons engaged by the Board to evaluate a college or otherwise to advise and assist the Board in the conduct of its statutory duties.

The college may provide copies of evaluation reports to any party as it sees fit.

11.2. The Responsibilities of the College

11.2.1 General

During its early contacts with a private college commencing procedures to become accredited, the Accreditation Board will secure the college's commitment to abide by the following advice regarding public statements.

a. The process of achieving accreditation is lengthy and proceeds by stages. At each stage the Accreditation Board may, for reason, delay the application, refer it back to the college for further treatment, or even reject it. The college, therefore, should avoid any public statement which, for unforeseen reasons, might later embarrass or create pressures upon either the college or the Accreditation Board.

b. Any public statement made by the college should be confined to facts which are appropriate to the status of the college with the Accreditation Board at the time of the statement.

c. A college's public statement, which makes reference to programs being planned or proposed, should specify particular degree programs.

d. No public statements should be made that imply or state that the college seeks, or has been given, "full" or "institutional" accreditation. Only specific degree programs are approved.

e. In its public statements, a college should avoid expressions to the effect that

   i. it anticipates becoming accredited by a particular date; or

   ii. that the Accreditation Board's approval is likely; or

   iii. that accreditation is imminent.

f. In its public statements, a college should avoid any statement or expression related to anticipated accreditation which, by design, has the effect of serving as an inducement to potential students to seek admission to the college on the basis of such statement or expression.

11.2.2 Written Public Statements

a. When referring in writing to its status with the Private Colleges Accreditation Board, a college must include a statement which is appropriate to its stage in the accreditation process:

i) When the Board has granted permission for a college to proceed to Stage 2, the statement must read as follows:

The Private Colleges Accreditation Board has agreed to consider a formal application from (name of college) to offer a (name degree, e.g. a three-year Bachelor of Arts degree).

ii) When the Board has granted permission for a college to proceed to Stage 3, the statement must read as follows:

The Private Colleges Accreditation Board is assessing the formal application from (name of college) to offer (name of degree).

iii) When the Order in Council has been proclaimed, statements made by the college must include reference to the authority of the Government of Alberta and to the fact that it is the program that is accredited, not the entire institution. The following statements are provided as samples:

Sample 1
(Name of college) is accredited by the Government of Alberta to award (name degree, e.g. a three-year Bachelor of Arts degree).

Sample 2
On the recommendation of the Private Colleges Accreditation Board, the Government of Alberta has accredited (name of degrees) under Section 64.5(3) of the Universities Act of Alberta.

Sample 3
Upon recommendation by the Private Colleges Accreditation Board to the Minister of Advanced Education, the Lieutenant Governor of the Province of Alberta has signed Orders in Council authorizing the College to grant the (name of degrees) under The Universities Act of Alberta.

b. In each case, a sentence such as the following might be added to describe the Accreditation Board:

The Private Colleges Accreditation Board is appointed by the Government of Alberta to review and judge applications from private colleges interested in obtaining the authority to grant specific degree programs, and to submit its recommendations regarding such applications to the Minister of Advanced Education.

11.2.3 Calendar Statements

Each private college that has been designated under Section 64.5(3) of The Universities Act shall include in its calendar a statement which names the degree programs so designated. The statement, in its form and placement, shall be such as to enable a reader to distinguish such degree programs from any other degree programs described in the calendar.

CHAPTER TWELVE

PERIODIC EVALUATION

Section 64.6, The Universities Amendment Act, 1983, requires the Private Colleges Accreditation Board to arrange for periodic evaluations of colleges which have been accredited to offer degree programs and also empowers the Board, should it so determine, to recommend to the Minister that accreditation be withdrawn.

12.1. Purposes

The general purpose of periodic evaluation is to monitor the quality of approved degree programs on a continuing basis.

To achieve this purpose the Board will take various measures:

12.1.1 To assure itself that colleges satisfy those requirements of the Accreditation Handbook which have continuing application to approved degree programs and relevant features of a college.

12.1.2 To determine whether a college has met or has made satisfactory progress towards meeting any commitments made to the Board regarding programs, staff, libraries, facilities and any other matter.

12.1.3 To determine whether a college has

a. satisfied conditions specified by the Board;

b. considered fully the comments, suggestions and recommendations of reports by Evaluation Teams, insofar as they have been supported by the Board, and have responded satisfactorily to them;

c. developed suitable mechanisms to undertake its own self-evaluation.

12.1.4 To provide a basis for judgements regarding

a. the continuation of an approved degree program;

b. the placement of a college on probation and specification of remedial measures; or,

c. the withdrawal of approval of a degree program.

12.2. Forms of Evaluation

The Board will use the following means of evaluating colleges:

12.2.1 An Annual Report.

The Annual Report will be submitted by each accredited college no later than October 15th of each year. The form and minimum content will be prescribed by the Board.

a. Each Annual Report will be considered formally by the Board as soon as is practicable after its receipt.

b. After it has considered an Annual Report, the Board will convey to the college an acknowledgement of the report together with such comments as the Board may decide to offer.

c. The Board may also require further information and initiate other follow-up action.

12.2.2 Comprehensive Evaluations

The Board will conduct two Comprehensive Evaluations of a college offering an approved degree program:

a. The first evaluation will occur within seven years of the time the college was awarded degree-granting status.

b. The second evaluation will occur within fifteen years of the time a college was awarded degree-granting status.

Normally, these two Comprehensive Evaluations will occur between the fifth and seventh year and in the fifteenth academic year, respectively.

12.2.3 Interim Evaluations

The Board will also conduct Interim Program Evaluations, in the tenth year of a college's operation with degree-granting status, for programs

a. first offered prior to the tenth year, but

b. not evaluated between the fifth and seventh year, as in **12.2.2.**, above.

12.2.4 Special Evaluations

In any case in which circumstances so warrant, in the judgement of the Board, the Board may arrange a special evaluation of a college. The college will be notified of

a. the reason for the special evaluation;

b. the purpose of the evaluation;

c. the time of the evaluation;

d. any preparation required of the college; and

e. the size and composition of any Evaluation Team that may be used.

12.2.5 Future Evaluations

After the fifteenth year in which a college operates with degree-granting status, the Board may well require the college to accept responsibility for its own evaluation within guidelines established by the Board.

12.2.6 Other Evaluations

In the event that any agency reviews and reports in writing upon any college matter relating to the Board's responsibilities, and if such report is available to the Board, the Board may modify the schedule or scope of its evaluations accordingly.

12.3. Procedures

The following procedures will apply:

12.3.1 With respect to Comprehensive Evaluations as in 12.2.2., above:

a. At the beginning of the academic year preceding that in which the Board intends to conduct a Comprehensive Evaluation, the Board will notify a college of the pending evaluation.

b. The college will conduct a Self-Study as described in Appendix II. For each Proposition stated in the Self-Study outline, the college will conduct analysis and evaluation relating to accredited degree programs.

c. The Self-Study which is to be conducted by a college in preparation for the Comprehensive Evaluations is to be submitted to the Board by the beginning of the academic year in which the evaluation is to occur.

d. As part of the evaluation, the Board will appoint one or more Evaluation Teams to visit a college. The size of each team will be determined by the Board to suit the nature of each particular task.

e. The Board will maintain suitable contacts with the college regarding matters relating to the evaluation, including

   i. organization and planning;
   ii. the tentative and the finalized duties of visitations;
   iii. the nature of the Evaluation Team and the names of its members; and
   iv. the nature of any materials required of the college and any activity it may be required to undertake.

12.3.2 With respect to Interim Program Evaluation, procedures will be similar to those set out in **12.**3.1, above, except that:

a. No Self-Study will be required.

b. Notice of the evaluation will be given at the beginning of the academic year in which the evaluation will take place.

12.4. Referral of Evaluation Reports

Prior to its consideration by the Board, the report of an Evaluation Team will be provided to the college for comment.

12.5. Follow-up

When a college has commented upon the report of an Evaluation Team, the Board will discuss all pertinent matters, and pass judgement on the degree program(s) concerned.

12.5.1 In the case of a favourable judgement, the Board will notify the college and the Minister, accordingly.

12.5.2 In the case of an unfavourable judgement or if it has grave concerns, the Board may

a. specify remedial measures to be taken by a college and notify the Minister accordingly; or

b. place a college on probation, indicate remedial measures to be taken and so notify the Minister (In this event, the Board will notify the college and recommend to the Minister regarding actions to be taken by the college and any limitations to be placed upon it pending the removal of probation.); or

c. withdraw its approval of any degree program(s) concerned, notify the Minister accordingly, and with respect to such program(s), recommend that the college no longer be designated under Section 64.5, the Universities Act.

In this event, the Board will notify the college and make recommendations to the Minister regarding matters such as

i. the cessation of admissions to the program(s) at any level;
ii. the notification of applicants and students of the status of the program(s); and
iii. arrangements whereby students in the program(s) may complete the program(s).

12.5.3 These procedures may be accompanied by one or more meetings as requested by the college or the Accreditation Board.

APPENDICES

Bill 48
Mr. Stromberg

UNIVERSITIES AMENDMENT ACT, 1983

CHAPTER 50

(Assented to June 6, 1983)

HER MAJESTY, by and with the advice and consent of the Legislative Assembly of Alberta, enacts as follows:

RSA 1980 cU-5

1 The Universities Act is amended by this Act.

2 Section 1(f) is amended by striking out "an" *and substituting* "a private".

3 Section 21.92(1)(a)(ii) is amended by striking out "41(1)" *and substituting* "44(1)".

4 Section 53 is amended by adding "or a private college designated under section 64.5" *after* "university".

5 Section 60(3) is amended by striking out "Board of Governors" *and substituting* "Governors of".

6 Section 61(2) is repealed and the following is substituted:

(2) A representative may be appointed by each of the following to attend meetings of the Universities Co-ordinating Council:

(a) a private college that has been designated under section 64.5;

(b) a private college that

(i) is affiliated with a university under an agreement under section 17(3), and

(ii) provides instruction in courses that are acceptable to the university under the provisions of the agreement referred to in section 17(4).

7 The following is added after section 64:

PART 2.1

PRIVATE COLLEGES ACCREDITATION BOARD

Definition

64.1 In this Part, "Accreditation Board" means the Private Colleges Accreditation Board established under section 64.2.

Establishment of Board

64.2(1) There shall be a Private Colleges Accreditation Board appointed by the Minister consisting of

(a) a chairman,

(b) 4 academic staff members of the universities, nominated by the Universities Co-ordinating Council,

(c) 4 academic staff members of private colleges that

(i) are affiliated with a university under an agreement under section 17(3), or

(ii) have been designated under section 64.5

nominated jointly by the chief executive officers of each of those private colleges, and

(d) 4 members of the public.

(2) The Minister shall designate an employee under his administration to attend meetings of the Accreditation Board.

(3) The person designated under subsection (2) shall be given prior notice of all meetings of the Accreditation Board and has the right to attend and to participate in those meetings, but does not have the right to vote on matters before the Accreditation Board.

Term of office and remuneration

64.3(1) A person appointed as a member of the Accreditation Board holds office for a term not exceeding 3 years as prescribed in the appointment and is eligible for reappointment for a 2nd term, but not for further reappointment.

(2) The members of the Accreditation Board

(a) shall be paid travelling and living expenses while absent from their ordinary places of residence and in the course of their duties as members of the Accreditation Board, and

(b) may be paid remuneration for the performance of their duties as members of the Accreditation Board

at rates prescribed by the Minister.

Budget, records and reports

64.4(1) The Accreditation Board shall each year prepare a budget and submit it to the Minister for approval, and the Minister shall, in accordance with the approved budget, pay the operating expenses of the Accreditation Board.

(2) The Accreditation Board shall

(a) keep full and accurate records of its proceedings, transactions and finances, and

(b) prepare and transmit to the Minister annual and other reports and returns as required by the Minister.

Approval of programs of study

64.5(1) The Accreditation Board may inquire into any matter that relates to the approval of programs of study, other than programs in divinity, leading to a baccalaureate that may be granted by a private college.

(2) If the Accreditation Board determines that a private college has met the prescribed minimum conditions for the approval of a program of study leading to a baccalaureate, it shall approve the program of study and recommend to the Minister that the private college be granted the power to grant a baccalaureate in respect of that approved program of study.

(3) On the recommendation of the Minister, the Lieutenant Governor in Council may by order designate a private college as an institution that may grant a baccalaureate in respect of a program of study approved by the Accreditation Board.

(4) An order under subsection (3) is subject to any conditions specified in the order.

Periodic evaluation of approved programs

64.6(1) The Accreditation Board shall establish procedures for the periodic evaluation of approved programs of study provided by private colleges designated under section 64.5.

(2) If the Accreditation Board determines that a program of study should no longer be approved, it shall withdraw its approval of the program of study and recommend to the Minister that the private college that offers the program of study should no longer be designated under section 64.5.

(3) On the recommendation of the Minister, the Lieutenant Governor in Council may by order rescind the designation under section 64.5.

Powers of Board

64.7 Without restricting the generality of section 64.5(1) and 64.6(1), the Accreditation Board may

(a) determine the minimum standards for the approval of a program of study leading to a baccalaureate that may be granted by a private college,

(b) establish and implement procedures for

(i) the review and approval of courses of study,

(ii) the review and approval of the academic credentials of the instructional staff,

(iii) the inspection and approval of libraries, laboratories and other related instructional facilities, and

(iv) the examination of available financial support

of a private college that proposes a program of study leading to a baccalaureate to be granted by that private college,

(c) require a report from the governing body of a private college on any matter pertaining to a proposed or to an approved program of study, and

(d) appoint persons to provide advice and recommendations relating to the review and evaluation made by the Accreditation Board in respect of any program of study.

8 The heading preceding section 65 is repealed and the following is substituted:

PART 3

GENERAL

9 Section 67(b) is amended

(a) in subclause (i)

(i) by adding "or a private college designated under section 64.5" *after* "study by a university", *and*

(ii) by striking out "already provided by a university";

(b) in subclause (ii) by adding "or a private college designated under section 64.5" *after* "university".

RSA 1980 cC-18

10 The Colleges Act is amended by repealing section 1(h) and substituting the following:

(h) "private college" means an educational institution incorporated under a private Act of the Legislature that

(i) has entered into an affiliation agreement with a university and is providing instruction in courses acceptable to that university as constituting a full year's work towards an academic degree, or

(ii) has been designated under the *Universities Act* as an institution that may grant a baccalaureate;

11 This Act comes into force on Proclamation.

APPENDIX II

INSTITUTIONAL SELF-STUDY

1. Purposes

The Institutional Self-Study is a significant part of the accreditation process. It serves three purposes:

1.1 For an institution, it provides an analysis of its objectives, its resources and its product and of the relationships among them.

1.2 For the Private Colleges Accreditation Board, it provides the detailed information whereby the Accreditation Board familiarizes itself with the institution.

1.3 It reveals the strengths and weaknesses of an institution in relation to its satisfaction of minimal requirements. Thus, the Self-Study indicates to both the Accreditation Board and the institution the areas with respect to which the institution must grow and improve, of its own volition, as a means of approaching eligibility to be considered as a potential degree-granting institution.

2. Essential Contents of the Self-Study

The Self-Study that a college is required to conduct and submit to the Accreditation Board will treat each of the following major propositions.

Proposition 1. Purposes and Objectives

The college must have a concise official statement of its educational purposes and objectives.

The college will include at least the following items in its Self-Study:

1.1 a brief history of the institutions;
1.2 official statements of general purposes and specific objectives;
1.3 statement of educational philosophy;
1.4 relevant constitutional statements.

Proposition 2. Organization and Administration

The college's organizational structure and the qualifications of its administrative staff should be appropriate for the accomplishment of its educational purposes and objectives.

The college will include at least the following items in its Self-Study:

2.1 relationship to other organizations (Government, university, church, etc.);
2.2 composition and responsibilities of the college's governing bodies;
2.3 administrative chart of the college;
2.4 administrative staff and their vitae and job descriptions;
2.5 policies regarding hiring, employment conditions and benefits, and dismissal of administrative officers;
2.6 procedures for the evaluation and improvement of administrative effectiveness;
2.7 faculty organization and administration.

Proposition 3. Financial Structure

The college must have a sound financial structure that serves its educational purposes and objectives.

The college will include information on at least the following items in its Self-Study:

3.1 financial resources and sources of revenue;
3.2 financial obligations and expenditures;
3.3 organization and staffing of the business office;
3.4 budget preparation, financial control, and audit;
3.5 recent financial statements;
3.6 fund-raising policies and procedures;
3.7 policies and procedures regarding student fees;
3.8 future plans regarding finances.

Proposition 4. Curricula and Instruction

The curricula and instruction must reflect the college's educational purposes and objectives.

The college will include information on at least the following items in its Self-Study:

4.1 programs currently offered;
4.2 procedures for curricular development, implementation, and change;
4.3 instructional methods and procedures;
4.4 class-size analysis and instructor-student ratio;
4.5 procedures for the evaluation and improvement of instruction;
4.6 future plans and priorities regarding curricula and instruction.

Proposition 5. Faculty

The college should have sufficient faculty members with appropriate qualifications, experience, and working conditions to provide competent instruction in the college's curricula.

The college will include information on at least the following items in its Self-Study:

5.1 faculty members and their vitae;
5.2 faculty profile with respect to discipline, degrees, rank, tenure, teaching experience, age, gender, and salary;
5.3 teaching loads, committee work, and administrative duties of faculty members;
5.4 policies and practice regarding faculty involvement in research;
5.5 policies regarding hiring, promotion, tenure, academic freedom, employment conditions and benefits, and dismissal of faculty members;
5.6 communication of faculty responsibilities, obligations, employment conditions, and benefits;
5.7 procedures for the evaluation of faculty;
5.8 opportunities and support for professional development and improvement of instruction;
5.9 future plans and priorities regarding faculty.

Proposition 6. Resource Centres and Libraries

Resource centres and libraries should be adequately supplied and appropriately staffed to support the college's curricula.

The college will include information on at least the following items in its Self-Study:

6.1 resources available;
6.2 summary of holdings in various subject areas;
6.3 collection policies;
6.4 policies regarding ordering and budget allocations;
6.5 accessibility and usage;
6.6 space analysis;
6.7 resource staff and their vitae and job descriptions;
6.8 future plans and priorities regarding resource centres and libraries.

Proposition 7. Academic Policies and Records

Policies concerning the requirements for admission, progression, and graduation should be consistent with both the educational purposes of the college and the practice of Canadian universities. Students' academic files should be accurately maintained.

The college will include information on at least the following items in its Self-Study:

7.1 policies and procedures regarding student recruitment, including financial aid;
7.2 policies and procedures regarding admissions;
7.3 policies and procedures regarding registration;
7.4 policies and procedures regarding class schedules and length of academic terms;
7.5 policies and procedures regarding student records;
7.6 demographic profile of the student body;
7.7 policies and procedures regarding academic behavior (attendance, completion of assignments, plagiarism, etc.);
7.8 policies and practice regarding evaluation of students (methods, grading system, examination policy, etc.);
7.9 grade distributions;
7.10 policies and procedures regarding academic probation and academic honours;
7.11 graduation requirements;
7.12 communication of academic policies to students and faculty;
7.13 policies and procedures regarding alumni records;
7.14 future plans regarding academic policies and records;
7.15 residence requirements.

Proposition 8. Student Services

The provision of student services, such as counselling, extracurricular activities, and residential accommodations, should be appropriate to the college's educational purposes and objectives.

The college will include information on at least the following items in its Self-Study:

8.1 services provided (counselling, residence, athletics, recreation, student government, clubs and other extracurricular activities, food, health services, financial aid, etc.);
8.2 policies and practices regarding each service provided;
8.3 future plans and priorities regarding student services.

Proposition 9. Physical Plant and Facilities

The college's buildings, classrooms, laboratories, and their furnishings should be appropriate to support the college's curricula and instruction.

The college will include information on at least the following items in its Self-Study:

9.1 facilities available;
9.2 policies and practices regarding utilization and maintenance;
9.3 future plans and priorities regarding physical plant facilities.

Proposition 10. College Publications

College publications and promotional material should accurately describe the college and its programs.

The college will include information on at least the following items in its Self-Study:

10.1 statement of policies regarding production of college publications;
10.2 samples of college publications (calendars, brochures, newsletters, handbooks for internal use, etc.);
10.3 statement of future plans regarding college publications.

APPENDIX III

TERMS OF REFERENCE

FOR EXTERNAL EVALUATORS

The following are the basic terms of reference for Evaluators' visits to a college. The Board will review these terms of reference when an Evaluation Team is appointed and may adapt them to suit the college and program being evaluated.

The basic terms of reference are not intended to restrict the scope of matters to be considered by the external evaluators.

1. Are provisions and procedures for governance of academic affairs adequate in their scope and satisfactory in their operation?

2. Are current policies, regulations and practices relating to academic affairs generally adequate in their scope and nature?

3. Have college administrators and faculty made a realistic assessment of demands that will be created by the proposed program (e.g. workload, finances, etc.)?

4. Does the college have both the general resources (e.g. supporting disciplines) and the specific resources (e.g. library, holdings) needed to implement proposed programs?

5. Given the over-all quality of the college's operations, as perceived by you, does the expansion of programs as proposed seem to be a viable and realistic proposition?

6. Are you satisfied with the adequacy and quality of the College's Self-Study and the process followed by the College to conduct the Self-Study.

APPENDIX IV

SAMPLE STATEMENT OF ENTRANCE REQUIREMENTS

(From The Calendar, 1986-87, Camrose Lutheran College, pp 63)

The following are minimum academic requirements for admission. Possession of the minimum requirements does not guarantee admission to the College. If the number of admissible applicants exceeds the number of places available in the College's academic programs, students are normally accepted in the order of their previous academic standing. The College reserves the right to refuse admission to any applicant.

ADMISSION TO UNIVERSITY STUDIES AT CAMROSE LUTHERAN COLLEGE

1. Students with matriculation standing

   a. Each student must present five Grade 12 subjects (or equivalents as follows):

      i. English 30;

      ii. three of the following 5-credit subjects: Social Studies 30, a 30-level language other than English, a second 30-level language other than English, Biology 30, Chemistry 30, Mathematics 30, Mathematics 31, Physics 30;

iii. an approved fifth 5-credit Grade 12 subject, or two 3-credit courses from the following list: Experimental Psychology 30, World Religions 30 or Religious Studies 35, Applied Sociology 30, World Geography 30, Philosophies of Man 30, Cultural and Physical Anthropology 30, World History 30, International Politics 30, Microeconomics 30, Macroeconomics 30, and Computer Processing 30.

b. An average of at least 60.0% is required on the four subjects from a.i and a.ii, with no grade below 50%. A grade of at least 60% is required in the fifth 5-credit subject, or an average of at least 60.0 % is required on the two 3-credit subjects with neither grade below 50%.

c. There may be specific prerequisites for certain majors or for certain university courses.

d. The minimum language requirement (see item 3 below) must be satisfied.

2. Adult Students

a. Any student who is at least 21 years of age may apply for admission as an Adult Student by presenting English 30 or equivalent with a minimum grade of 60%.

b. There may be specific prerequisites for certain majors or for certain university courses.

c. The minimum language requirement (see item 3 below) must be satisfied.

3. Minimum language requirement

Every student must demonstrate an adequate knowledge of written and spoken English as a prerequisite to admission.

a. A person whose usual language has been English for the past three years will satisfy the language requirement by presenting the appropriate grade in English 30 (or equivalent) as specified in item 1 or 2 above, or by having successfully completed a full year of studies, including an introductory full-year university English course, in a post-secondary institution where English is the language of instruction.

b. A person whose usual language has not been English for the past three years must demonstrate competency in English by one of the following means:

i. a grade of at least 70% in English 30 (or equivalent); or

ii. successful completion of the equivalent of three years of full-time instruction in a secondary school where English is the language of instruction; or

iii. successful completion of a full year of studies, including an introductory full-year university English course, in a post-secondary institution where English is the language of instruction; or

iv. a TOEFL score of 550 or higher.

APPENDIX V

SAMPLE STATEMENT OF RESIDENCE REQUIREMENTS

1. Camrose Lutheran College

Normally, the final 5 full-course equivalents for the three-year degree or the final 10 full-course equivalents for the four-year degree must be taken at Camrose Lutheran College. (Language or other study abroad may, with special permission of the Academic Dean, count towards the residence requirement.)

Camrose Lutheran College
Calendar,
1986-87, page 13

2. Canadian Union College

(A student must) be registered at Canadian Union College for a minimum of two semesters and earn a minimum of 30 semester credits in residence immediately preceding graduation, except where specific programs require additional credits in residence.

Canadian Union College
Bulletin, 1985-86, page 30

3. Concordia College

A residency requirement of at least the final 5 FCE* to be taken at Concordia College. (* Full Course Equivalents)

Concordia College Program
Proposal, April 1986, page 2

4. The King's College

Normally, a student in the B.A. (General) program must spend at least one full year of study at The King's College. Also, each student must normally take at least six of the last 10 term courses in the program at King's. For students admitted with advanced standing, a total of at least 10 term courses in this program must be taken at King's.

The King's College Proposal,
November 1985, page 5

APPENDIX VI

SAMPLE STATEMENT REGARDING TRANSFER STUDENTS

(From The Calendar, 1986-1987, Camrose Lutheran College, pp. 63-64)

4. Advance credit and credit by special assessment
   a. Students transferring from other post-secondary institutions will be granted advance credit for courses deemed relevant and acceptable for their program at the College.

      i. Credit will be granted for relevant and acceptable courses only if certain minimum grades have been earned in them, namely,
         - 5 or equivalent in courses on the major, except one 4 is permitted (using the 9-point grading scale),
         - 4 or equivalent in other courses.

      ii. A student who holds a bachelor's degree from an accredited institution and who seeks a second (but different) bachelor's degree from Camrose Lutheran College may transfer from the first degree a maximum of 7 1/2 courses that are relevant to a three-year College degree, or ten courses that are relevant to a four-year College degree. However, a student may not take a second Arts degree or a second Science degree, nor may the major be the same in both degrees.
         - If the second degree is to be a three-year B.A. or B.Sc., at least 5 of the remaining courses must be taken at the College; the others, beyond those transferred from the first degree, may be taken at other institutions and transferred to the student's College program.

- If the second degree is to be a four-year B.A. or B.Sc., at least 10 courses must be taken at the College; other courses, if any, beyond those transferred from the first degree may be taken at other institutions and transferred to the student's College program.

b. Credit by special assessment is an alternative for a student claiming knowledge equivalent to that which should be gained from a particular College course for which advance credit cannot be given. The student will pay one quarter of the fee for a one-term course and then will take an exam (written and/or oral) administered by a faculty member who normally teaches the College course. Credit, but no grade, will be recorded if the student successfully completes the examination. Application for credit by special assessment must be made prior to the first day of classes in a term in which the student is registered at the College.

APPENDIX VII

SAMPLE LETTER UNDERTAKING INITIAL COMMITMENTS

1. Regarding the jurisdiction of the Private Colleges Accreditation Board:

   1.1 **(name of institution)** acknowledges the policies and standards of the Private Colleges Accreditation Board with respect to the degree-programs which have been accredited and agrees to comply with these policies and standards as currently stated or as modified from time to time.

   1.2 **(name of institution)** agrees to disclose to the Accreditation Board any and all such information as it may require to carry out its accreditation and evaluation functions.

   1.3 **(name of institution)** agrees that the Accreditation Board may, at its discretion and upon request, make known to any agency or member of the public the nature of any action taken by the Accreditation Board in relation to the College, whether positive or negative, as well as the status of any application by the College.

2. Regarding public statements made by **(name of institution)** relating to its application to the Private Colleges Accreditation Board:

   2.1 **(name of institution)** agrees to abide by the Accreditation Board's advice on public statements about the status of its application to the Accreditation Board.

_____

Chairman, Board of Governors

_____

President

_____

Day Month Year